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ABSTRACT

This booklet, one of a set of four documents comprising the 1995 Goal Report, contains the executive summary for the fifth in a series of annual reports to measure progress toward the National Education Goals. The first part summarizes the nation's progress toward each of the goals. It provides baseline measures of progress, the most recent measures of performance, and indicators of overall progress. The data show that on the whole, progress has been modest. Although some encouraging progress has been made, ground has been lost in many areas. The efforts of educators, families, community members, and businesses are required to reach the goal of providing a world-class education for all students. The second part discusses the importance and potential of family-school-community partnerships and describes partnership programs at various schools across the country that have addressed specific National Education Goals. A list of program contacts and additional resources and suggestions for creating family-school-community partnerships are included. (LMI)

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EXECUTIVE SUMMARY

Improving Education Through Family-School-Community Partnerships

EA027 446

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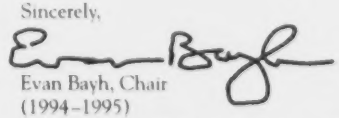
Foreword

On behalf of the National Education Goals Panel, I am pleased to present the *1995 National Education Goals Report*, the fifth in a series of annual reports to measure progress toward the National Education Goals through the year 2000. The *1995 Goals Report* consists of four documents, the *Core Report*, the *National* and *State Data Volumes*, and the *Executive Summary*. The *Core Report* focuses on approximately two dozen core indicators to convey to parents, educators, and policymakers how far we are from achievement of the Goals and what we must do in order to reach our destination. The *National* and *State Data Volumes* include additional comprehensive sets of measures to describe our progress at the national level and the amount of progress that individual states have made against their own baselines. The fourth document, the *Executive Summary*, condenses this information and presents it in a format suitable for all audiences.

This year marks the halfway point between 1990, the year that President Bush and the nation's Governors established the National Education Goals, and our target date for achieving them, the year 2000. While the nation and states have made encouraging progress in mathematics achievement; participation in Advanced Placement examinations in core areas such as English, mathematics, science, and history; and early prenatal care, there is still work to be done in other areas.

What must we do to accelerate our progress? One essential step is for schools and families to form strong partnerships to improve education. This year's *Core Report* and *Executive Summary* focus on the essential role that families play in helping to achieve the National Education Goals and suggest ways in which schools can involve them in partnerships to increase our chances of reaching our targets. They also highlight promising family involvement practices in several schools that have been recognized for their programs. The four schools profiled are Katy Elementary School in Katy, Texas; Sarah Scott Middle School in Terre Haute, Indiana; Booker T. Washington Elementary School in Champaign, Illinois; and Kettering Middle School in Upper Marlboro, Maryland. These schools were selected as the winners of the 1995 Strong Families, Strong Schools Most Promising Practices Competition sponsored by Scholastic, Inc., Apple Computer, the U.S. Secretary of Education, and the National Education Goals Panel. The students, families, and staff in these schools and communities are to be congratulated on their success.

Sincerely,



Evan Bayh, Chair
(1994–1995)
National Education Goals Panel, and Governor of Indiana

THE NATIONAL EDUCATION GOALS

Goal 1: Ready to Learn

By the year 2000, all children in America will start school ready to learn.

Did you know . . . by age three children have acquired more than half the language they will use throughout their lives?

Goal 2: School Completion

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Did you know . . . 2,217 teenagers drop out of school each school day; of the U.S. prison population in 1992, half were high school dropouts?

Goal 3: Student Achievement and Citizenship

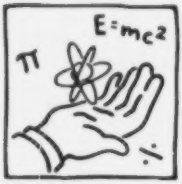
By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

Did you know . . . more than eight out of ten people favor setting higher standards than are now required in core areas such as English, mathematics, science, and history for promotion from grade to grade and graduation from high school? Forty-nine states and the District of Columbia report developing academic standards for their students.

Goal 4: Teacher Education and Professional Development

By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

Did you know . . . in 1994, only about half of all teachers reported having any professional development in the use of educational technology and in student assessment strategies, in the previous year, despite rapidly changing knowledge and practice in those areas?



Goal 5: Mathematics and Science

By the year 2000, United States students will be first in the world in mathematics and science achievement.

Did you know . . . students who take Algebra are 2½ times more likely to enter college than those who do not take Algebra?

Goal 6: Adult Literacy and Lifelong Learning

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Did you know . . . for both young men and young women, employment rates were higher for college graduates than for those with only a high school diploma or GED?

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Did you know . . . lack of discipline is viewed as the biggest problem faced by local public schools?

Goal 8: Parental Participation

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Did you know . . . a growing body of research suggests that increased family involvement is associated with higher mathematics and reading scores, decreased likelihood that a student will be suspended or expelled from school, and greater student participation in extracurricular school activities?

HOW MUCH PROGRESS HAVE WE MADE?

In 1989, the nation's Governors met in Charlottesville, Virginia, and committed themselves to a nationwide effort to reform education around a core set of aspirations. They developed and agreed on six Goals for improving the education system that would guide their efforts. These original six national Goals, with the addition of two more, were formalized into law with the passage of the *Goals 2000: Educate America Act* in 1994. For five years the National Education Goals Panel has been charting the progress of the nation and the states toward meeting the Goals. This halfway point between the original adoption of the Goals and their attainment by the year 2000 provides an opportunity to reflect on the progress we have made and examine what still needs to be done.

The [illegible] Scorecard [illegible] indicates that national performance has improved in five areas and declined in seven.

There has been some encouraging progress. Mathematics achievement at Grades 4 and 8 has increased. The general health status of the nation's infants has improved. The proportion of preschoolers who are regularly read to and told stories has increased. Incidents of threats and injuries to students at school have declined. At the same time, we have lost ground in many areas. Reading achievement at Grade 12 has declined. Student drug use and the sale of drugs at school have increased. Fewer secondary school teachers reported holding a degree in their main teaching assignment in 1994 than 1991. In even more areas, no significant progress has been made. The high school completion rate has not increased. Reading achievement at Grades 4 and 8, and mathematics

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achievement at Grade 12 have remained at constant levels. There is still a large gap between White and minority students in college enrollment and completion rates.

On the following pages, a summary of the nation's progress toward each of the Goals is presented. Baseline measures of progress, which appear in the first column, were established as close as possible to 1990, the year that the National Education Goals were officially adopted. The most recent measures of performance for each indicator appear in the second column. The arrows in the third column show our overall progress on each indicator:

Arrows which point upward indicate where we have made significant progress.

Arrows which point downward indicate where we have fallen further behind.

Horizontal arrows indicate where we have seen no discernible change in our performance.

On the whole, our progress toward the National Education Goals has been modest. Even in areas where we have made significant progress from where we started, our current rate of progress simply will not be sufficient to reach the ambitious levels specified in the National Education Goals. Everyone—educators, families, community members, and businesses—can and must help. As more and more people learn about the Goals and what each individual can do to help meet them, we may be able to pull together as communities and states to provide our children with an education that is truly world-class.

UNITED STATES

	Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn			
1. **Children's Health Index:** Has the U.S. reduced the percentage of infants born with 1 or more health risks? (1990, 1992)	37%	35%	↑
2. **Immunizations:** Has the U.S. increased the percentage of 2-year-olds who have been fully immunized against preventable childhood diseases? (1994)	75%	—	
3. **Family-Child Reading and Storytelling:** Has the U.S. increased the percentage of 3- to 5-year-olds whose parents read to them or tell them stories regularly? (1993, 1995)	66%	72%	↑
4. **Preschool Participation:** Has the U.S. reduced the gap in preschool participation between 3- to 5-year-olds from high- and low-income families? (1991, 1995)	28 pts	27 pts[ns]	↔
GOAL 2 School Completion			
5. **High School Completion:** Has the U.S. increased the percentage of 18- to 24-year-olds who have a high school credential? (1990, 1994)	86%	86%	↔
GOAL 3 Student Achievement and Citizenship			
6. **Reading Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in reading? (1992, 1994) ▲			
■ Grade 4	25%	25%	↔
■ Grade 8	28%	28%	↔
■ Grade 12	37%	34%	↓
7. **Writing Achievement:** Has the U.S. increased the percentage of students who could produce basic, extended, developed, or elaborated responses to narrative writing tasks? (1992)			
■ Grade 4	55%	—	
■ Grade 8	78%	—	
■ Grade 12	—	—	

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. Data are undergoing revision.

	Baseline	Most Recent Update	Overall Progress
GOAL 3 Student Achievement and Citizenship—continued			
8. **Mathematics Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in mathematics? (1990, 1992)			
■ Grade 4	13%	18%	↑
■ Grade 8	20%	25%	↑
■ Grade 12	13%	16%[ns]	↔
9. **History Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in U.S. history? (1994)			
■ Grade 4	17%	—	
■ Grade 8	14%	—	
■ Grade 12	11%	—	
10. **Geography Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in geography? (1994)			
■ Grade 4	22%	—	
■ Grade 8	28%	—	
■ Grade 12	27%	—	
GOAL 4 Teacher Education and Professional Development			
11. **Teacher Preparation:** Has the U.S. increased the percentage of secondary school teachers who held an undergraduate or graduate degree in their main teaching assignment? (1991, 1994)	66%	63%	↓
12. **Teacher Professional Development:** Has the U.S. increased the percentage of teachers reporting that they participated in various in-service or professional development programs on 1 or more topics since the end of the previous school year? (1994)	85%	—	

— Data not available.
ns Interpret with caution. Change was not statistically significant.

	Baseline	Most Recent Update	Overall Progress
GOAL 5 Mathematics and Science			
13. **International Mathematics Achievement:** Has the U.S. improved its standing on international mathematics assessments of 13-year-olds? (1991)	U.S. below 5 out of 5 countries	—	
14. **International Science Achievement:** Has the U.S. improved its standing on international science assessments of 13-year-olds? (1991)	U.S. below 3 out of 5 countries	—	
15. **Mathematics and Science Degrees:** Has the U.S. increased mathematics and science degrees as a percentage of all degrees awarded to: (1991, 1993)			
■ all students?	39%	40%	↑
■ minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	39%	39%	↔
■ females?	35%	36%	↑
GOAL 6 Adult Literacy and Lifelong Learning			
16. **Adult Literacy:** Has the U.S. increased the percentage of adults who score at or above Level 3 in prose literacy? (1992)	52%	—	
17. **Participation in Adult Education:** Has the U.S. reduced the gap in adult education participation between adults who have a high school diploma or less, and those who have additional postsecondary education or technical training? (1991, 1995)	27 pts	32 pts	↓
18. **Participation in Higher Education:** Has the U.S. reduced the gap between White and Black high school graduates who:			
■ enroll in college? (1990, 1993)	14 pts	13 pts[ns]	↔
■ complete a college degree? (1992, 1994)	16 pts	16 pts	↔
Has the U.S. reduced the gap between White and Hispanic high school graduates who:			
■ enroll in college? (1990, 1993)	11 pts	8 pts[ns]	↔
■ complete a college degree? (1992, 1994)	15 pts	18 pts[ns]	↔

— Data not available
ns Interpret with caution. Change was not statistically significant.

	Baseline	Most Recent Update	Overall Progress
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools			
19. **Overall Student Drug and Alcohol Use:** Has the U.S. reduced the percentage of 10th graders reporting doing the following during the previous year:			
■ using any illicit drug? (1991, 1994)	24%	33%	↓
■ using alcohol? (1993, 1994)	63%	64%[ns]	↔
20. **Sale of Drugs at School:** Has the U.S. reduced the percentage of 10th graders reporting that someone offered to sell or give them an illegal drug at school during the previous year? (1992, 1994)	18%	24%	↓
21. **Student and Teacher Victimization:** Has the U.S. reduced the percentage of students and teachers reporting that they were threatened or injured at school during the previous year? (1991, 1994)			
■ 10th grade students	40%	36%	↑
■ public school teachers	10%	15%	↓
22. **Disruptions in Class by Students:** Has the U.S. reduced the percentage of students and teachers reporting that disruptions often interfere with teaching and learning?			
■ 10th grade students (1992, 1994)	17%	17%	↔
■ secondary school teachers (1991, 1994)	37%	46%	↓
GOAL 8 Parental Participation			
23. **Teachers' Reports of Parent Involvement in School Activities:** Has the U.S. increased the percentage of 8th grade public school students whose teachers reported that their parents attended parent-teacher conferences? (1992)	77%	—	
24. **Principals' Reports of Parent Involvement in School Activities:** Has the U.S. increased the percentage of 8th grade public school students whose principals reported that their parents participated in policy decisions? (1992)	62%	—	
25. **Parents' Reports of Their Involvement in School Activities:** Has the U.S. increased the percentage of students in Grades 3-12 whose parents reported that they participated in 2 or more activities in their child's school during the current school year? (1993)	63%	—	

— Data not available.
ns Interpret with caution. Change was not statistically significant.

THE IMPORTANCE AND POTENTIAL OF FAMILY-SCHOOL-COMMUNITY PARTNERSHIPS

Goal 1: Ready to Learn. The Head Start Family Literacy Program in Hartford, Connecticut, began in 1989 as a collaboration between the Community Renewal Team of Greater Hartford, the United Technologies Corporation (UTC), the Literacy Volunteers of America, and the Urban League of Greater Hartford. This program brings together preschool children, their parents, and volunteers who help both the children and their parents with reading skills. The Urban League helps parents work toward their GED and provides English as a Second Language classes. The program has been very successful, with over 850 children involved in the reading program to better prepare them for school, and more than 85 parents referred to tutors, job training programs, and job counselors.

Our nation has a long way to go before we provide a world-class education for all of our students. Reaching all of the National Education Goals by the year 2000 may seem difficult, yet there is one force that is often unrecognized and underutilized by schools and educators: families. By recognizing the significant role parents have in educating their children and involving them in real and meaningful ways, schools can make significant progress toward reaching the Goals and becoming high-performance institutions. Many schools around the country have successfully developed family-

Katy Elementary School, Katy, Texas.

The mission statement of Katy Elementary School says: "Katy Elementary, through a balanced, dynamic curriculum and cooperative partnership with parents and community, will prepare its diverse student body for the changes and challenges of the future, all the while believing that children should 'love to learn.'" This statement sums up the school's commitment to incorporating family involvement into the school to promote high academic performance.

One of Katy's strongest programs to help families become involved in their children's learning is the Red Flag Project. Begun in 1988, this program is designed to help students identified by the school district as "At Risk"/Red Flag students, who tend to be from areas of poverty and high crime. Red Flag is the campus definition for a child in danger of being classified as "At Risk." In 1994, Katy Elementary had 217 such students. "At Risk"/Red Flag students in grades 1-5 are paired with a member of the school faculty or staff, a community volunteer, or a parent volunteer who serves as a mentor and meets with the student to monitor his/her academic progress. Mentors also hold small group conferences with students on topics such as school attendance, study skills, social skills, and peer pressure. Many mentors work with the same children for several years. Often the school develops Individual Learning plans for Red Flag students; these help teachers accelerate learning. There is a high degree of collaboration dedicated to these students.

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school-community partnerships, recognizing that responsibility for children's education lies at home, at school, and in the community. We have seen time and time again that by working together, parents and teachers can have a dramatic positive impact on student test scores, student attendance rates, student behavior and attitudes toward school, and student graduation rates. The idea of family involvement as a means of achieving the National Education Goals is especially encouraging because research shows that effective family-school-community partnerships can be established in only three to five years.

Goal 2: High School Completion. Through a grant from AT&T, the University of Texas at San Antonio has developed the Hispanic Mother-Daughter Program to provide long-term intervention to help Hispanic girls complete high school and continue on to higher education. Beginning in the eighth grade, the program brings girls and their mothers to the university campus for counseling and academic programs that emphasize the importance of higher education and career planning. The program has maintained a 98% retention rate, and 100% of the young women who have completed the program have continued on to higher education.

There is abundant public support for increased family involvement in the nation's schools:

- Almost one-third of public secondary school teachers in the U.S. believe lack of parental involvement is a serious problem for their schools. Teachers rated strengthening parental involvement in their children's education as the most important educational policy priority in the coming years.
- Four out of ten parents believe that they are not spending as much time as they would like to on their children's education.

Katy makes a special effort to encourage parents of Red Flag Project students to become more involved with school activities through personal letters, phone calls, and home visits. A parent group (Parents and Relatives Involved in Directing Educational Success—PRIDES) was specifically formed to work with parents of Red Flag Project students and encourage family involvement. A Red Flag Project parent was elected to serve on the Campus Advisory Team, which helps develop school policies and get input from parents and community members.

The Red Flag Project has caused an increase in state assessment test scores for students in the program for at least three years. There has been a 50% decrease in discipline referrals for students in the program. More Red Flag Project students have become involved in extracurricular and after-school programs. Their school attendance has been exemplary. Katy is helping students and their parents become engaged and involved in learning, hopefully setting the stage for continued involvement and achievement in later years of schooling and thus avoiding student dropout.

Katy has developed a quality parent involvement program that works with parents at all levels of involvement in the school. The school is assessing its program by tracking students in the initial pre-kindergarten class. After four years, 100% of the parents have attended every parent-teacher conference, and 68% of the parents in this year's class participated in the PTO or other volunteer programs. Parents are truly an essential and integral part of the Katy community.

- Nearly three-fourths of 10- to 13-year-olds and nearly half of 14- to 17-year-olds reported that they would like to talk to their parents more about schoolwork.
- Nearly nine out of ten business executives rated lack of parental involvement as the biggest obstacle to school reform.

This interest and enthusiasm for increasing family involvement in education is encouraging. The importance of parental involvement was formally recognized in 1994 when the eighth Goal was added to the list of National Education Goals. The Goal states:

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Goal 3: Student Achievement and Citizenship. In 1988, the San Diego City Schools began a districtwide home-school partnership program recognizing the importance of parental involvement and committing the district to increasing the number of families involved in their children's education. Every month the district distributes Home Learning Calendars, printed in seven languages, to parents, with information on activities to support reading, writing, listening and speaking skills, as well as tips on building children's self-esteem. The district has developed a number of resources, such as a series of "Teacher Tools" which provide practical suggestions for teachers on how to better involve parents. The district also runs the Mobile Parent Resource Center, a converted yellow school bus, which travels to schools and communities leading parent workshops in Spanish and English and distributing materials on improving home-school relationships.

Sarah Scott Middle School, Terre Haute, Indiana.

In their application to the Strong Families, Strong Schools Competition, the principal of the Sarah Scott Middle School wrote, "We envision a time when the 'school' isn't simply a building down the block where the kids go every day and 'education' isn't something that teachers DO to the children when they get there." In order to achieve this vision, the school has developed an effective parent involvement program to bring families and the community together to help the Sarah Scott students learn.

Sarah Scott has developed many different parent involvement strategies to try to combat the trend of parent participation dropping off as students get older. Lack of communication between schools and families is often a problem, and Sarah Scott has developed a number of ways to improve communication. School representatives often go out into the community to homes, churches, and housing units to speak to parents. The school runs a homework hotline which parents can use to find out about upcoming events as well as daily updates of their children's homework, or to leave messages for their children's teacher. Additionally, the Parent Advisory Council, which coordinates all volunteer committees, runs a phone network to inform parents of upcoming events. Although parent conferences are held on a regular basis as needed, in the spring of 1994 the school used grant funds to provide substitute teachers so that teacher teams could meet with parents over a three-day parent-team conference week. Feedback from both groups showed that these conferences were "informative and meaningful."

Increasing family involvement in education will not only help achieve this specific parental participation goal, but will significantly help efforts to meet the other seven Goals as well. Examples throughout this section highlight ways that schools around the country are using family involvement to help meet each of the National Education Goals.

As these examples demonstrate, there is not one set way for families to be involved in their children's education. Family involvement can take place in the home or in the school, and it can take a variety of forms in both of those settings:

- **Parenting:** Families need to establish home environments to support children as students. Schools can help by providing information about children's developmental changes or health and nutrition, or helping parents learn to read, earn their GED, or continue on to higher education.

Goal 4: Teacher Education and Professional Development. As part of their strategic plan for restructuring their school district to help all students achieve high standards, the Pittsburgh Public School District has developed a goal of "dynamic parent/guardian and community partnerships." Central to their plan is the recognition that schools need to work with students' families and communities to achieve the district's high academic expectations. To this end, the strategic plan includes training school staff in communicating with families, making the school a comfortable, welcoming environment, increasing the ways that families can be involved in the school, and ensuring quality representation of parents on each school's Parent School Community Council.

To help parents better help their children succeed academically, the group Parents as Educational Partners holds several meetings a year on issues such as adolescent development, career awareness, and transition to high school. There is a Parent Room at the school which houses information on a number of topics of interest to parents. The school has also held a "Parent University," a collaborative effort of several human service agencies as well as parents, with sessions on topics such as parenting skills, computers, violence prevention, and conflict resolution.

The school also works to help parents help their children learn at home. Sarah Scott was chosen to participate in the Buddy Project, a program that funds a computer lab and take-home computers for students and their families. The advisory group formed to run this project is made up of parents and community members. The school also periodically sends home newsletters to inform parents about school activities and student achievement.

The percentage of parents involved in the school has increased from very few to a regular participation of about 50%, and occasional participation of another 25%. The school is participating in the second year of an in-depth self-study, and is awaiting data to compare with the first year. But they feel that they don't need numbers to tell them that their parent involvement program really works!

- **Communicating:** Effective links between home and school can greatly improve communication about school programs and students' academic progress. Improving communication can include organizing parent-teacher conferences, translating newsletters and notices into parents' native languages, and setting up telephone "hotlines" to help parents and teachers stay connected.
- **Volunteering:** Families can be involved in almost every school activity. They can work in classrooms, create and staff parent centers, or form parent patrols to help keep school grounds safe and drug-free.
- **Supporting student academics at home:** Student learning needs to be supported outside of the classroom as well as in. Parents can check to make sure homework is completed, engage in learning activities sent home by teachers, or talk with students about course schedules to ensure that children can successfully finish high school and continue on to higher education or job training. Teachers can help parents by providing specifics about course expectations and suggesting ways that parents can help their children meet those expectations.
- **Decisionmaking:** Schools often do not include parents in school decisionmaking processes. Families can be involved in setting school priorities and goals, in hiring new teachers, or in advocating school reform and improvement.

Goal 5: Mathematics and Science. The TIPS (Teachers Involve Parents in Schoolwork) Program consists of a series of homework assignments in mathematics and science that require students to talk to someone at home about the work they are doing in school. The assignments do not require any preexisting knowledge of the subject by the parents, but instead provide fun, engaging ways for families and children to work together to help students learn. Homework thus becomes a three-way partnership between students, teachers, and families.

Kettering Middle School, Upper Marlboro, Maryland.

Kettering Middle School has built their entire school governance system around the concept of family involvement. At the entrance to Kettering Middle School there is a large banner proclaiming "AT OUR SCHOOL . . . Parents Are Important!" The school has made a conscious commitment to keep in close contact with Kettering parents. One of the school improvement goals is to "build home-school partnerships for learning through communication." To this end, an additional office staff position was created for the sole purpose of contacting parents about school programs and student issues. The school surveys parents a number of times throughout the year, and one recent parent survey came back with an 80% return rate.

The school feels that parents are essential for students' academic success. Kettering requires that parents visit at least one of their child's classes once each quarter, meet with a counselor or the academic team at least once each semester, sign all homework, establish and maintain an organized and structured learning environment at home, discuss school activities, and assist with course selection. The school provides assistance to those parents who need it. Parents have committed to the school that they will support, encourage, and enforce the daily "Sustained Homework Time," which is from 6:30 to 9:00 PM.

- **Collaborating with the community:** Schools and families should not feel alone in the quest for high-quality schools. Businesses and community members can help parents be involved by providing family-oriented learning activities, giving parents time off from work to volunteer in children's schools, or by providing needed resources to a school for academic reform.

Families can help students' academic achievement simply by turning off the television. Data from the National Assessment of Educational Progress (NAEP) show that reading achievement declines as home television viewing increases. An analysis of the 1990 NAEP mathematics assessment found that 91% of the variation in states' NAEP mathematics scores can be accounted for by five factors: student absenteeism from school, amount of television watched, reading more than ten pages daily for school and homework, the presence of at least three types of reading material in the home, and the presence of two parents in the home. All except the last of these factors are fully within the scope of parental control.

Goal 6: Adult Literacy and Lifelong Learning. The Natchez-Adams School District in Natchez, Mississippi, recognizes the importance of continuing adult education to help their children improve academically. Using Title 1 funding, the district established a Parent Center offering materials and workshops on parenting skills, discipline, drug awareness, reading, and mathematics. In order to further promote parents working with their children on academics, a number of computers and educational software, as well as educational activity packets, learning games, videos, cassette tapes, workbooks, and reading materials, are available for parents and students to check out and take home. The number of parents using the Center dramatically increased in the first five years of operation, and parental attitudes toward their children's schools have become more positive.

This is an agreement between parents and the school that every child will focus on homework during these hours every night. Parental involvement has helped increase student grade point averages as well as scores on state and local tests.

Kettering has developed a number of "contracts" in the areas of academic performance, discipline, and attendance. Signed by the student, a parent, and the teacher, these documents set out expectations for the school year and affirm the support of each participant in helping to meet those expectations. School staff hold workshops and meetings around issues such as alcoholism, single-parenting, and working with disabled children, at times when parents can get to the school, such as at night and on weekends. The school has also begun several outreach programs to address specific needs of the community, including programs for parents of alcoholics, families in crisis, single-parent families, latchkey families, and parents of students with disabilities.

All in all, parents are an essential component of Kettering Middle School. Kettering is an excellent example of a school that recognizes that families and schools must work together to achieve high academic performance.

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Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools. By working with families and community members, the Robert E. Lee High School in Houston, Texas, has begun to eradicate gang violence in the community. Because of the gang problem, the city of Houston instituted a school-day curfew. Parents of students who were found violating the curfew were fined $200. School administrators went through the neighborhood talking to parents and family members, enlisting their support for a "zero tolerance" policy for gangs in the school. These efforts have helped to reduce the gang presence in the school, dramatically improving the climate of the school and the performance of the students.

Family involvement is happening around the country. The National Education Goals Panel, along with Scholastic, Inc., Apple Computer, Inc., and the U.S. Secretary of Education, recently sponsored the Strong Families, Strong Schools Competition to recognize exemplary family involvement programs. Hundreds of applications were submitted, detailing individual school efforts to involve families in education, and the two first-place winners (Katy Elementary School, in Katy, Texas, and Sarah Scott Middle School, in Terre Haute, Indiana) and the two runners-up (Kettering Middle School, in Upper Marlboro, Maryland, and Booker T. Washington Elementary School, in Champaign, Illinois) are highlighted in this National Education Goals Report.

But not enough schools are inviting parents to be equal partners in their children's education. Indicators in this report show that, at the most, only two-thirds

Booker T. Washington Elementary School, Champaign, Illinois.

B.T. Washington is a Humanities magnet school that was established in 1968 to promote racial integration. The ethnic mix of the school is 50% White, 29% African-American, 20% Asian, and 1% Hispanic. Thirty-three percent of the students are low-income, 9% have limited English proficiency, and there is a large international student population.

Parents are EVERYWHERE throughout the school. Parents often come into the classrooms and play an active role in helping students learn by tutoring students and giving needed one-on-one attention. Parents are often invited into the classroom, where they help plan and organize classroom lessons and activities. International parents help their children share their culture and customs. Through the PTA, parents organize fundraising activities, such as an annual Walk-A-Thon or a school cookbook.

The principal's office frequently makes calls to parents who do not regularly attend school functions to encourage them to do so. The school makes a special effort to assist parents of children with disabilities, especially with issues such as transportation. Teachers, the school social worker, and the principal make home visits to help parents take full advantage of offerings at the school. During important school meetings, the PTA provides child care services, and parent-teacher conferences are scheduled at times convenient for parents. Through these efforts, the school manages to help many more parents become a part of their children's education.

of parents are participating in school activities such as parent-teacher conferences and school open houses. Family involvement tends to drop off as students get older. In order to truly make progress toward meeting the National Education Goals by the year 2000, all schools, no matter how large or how small, no matter how rich or how poor, and no matter what grade level, must make a commitment to better involve families in the education of their children. Schools have to recognize and appreciate the valuable and necessary contributions of parents and families, and families have to work with educators to help our schools become high quality and help our children achieve to world-class standards.

Goal 8: Parental Participation. Over 1000 schools across the nation have adopted the Transparent School Model, which uses electronic telecommunications technology to connect parents and teachers. Teachers can record daily classroom messages with information about the day's lesson, homework assignments, and learning activities that parents can do at home with their children. The voice-messaging system also uses autodialing features that can place calls, in any language, to any set of parents to receive information about upcoming events or emergency announcements. Schools that use this model have reported 500 to 800% increases in parent involvement, as well as increases in student grades. Once in place, the system is extremely easy to use, and schools and parents often wonder how they got along without it!

Parents are also a part of the school decisionmaking process. In order to improve site-based management, the school district established sets of Building Councils, composed of representatives from the administration, educational support personnel, parents, and teachers. The Building Councils discuss development of new school programs, use of building space, and the vision for the school. Parent representatives solicit input from other parents to help ensure that families have an active voice in school governance. Parent representatives also serve on interview teams when the school hires new staff. This is just one way the school acknowledges the importance of including families in every aspect of their children's education. When the school recently underwent a state-mandated school improvement process, parents were instrumental in helping school staff conduct and utilize a survey of the community to help identify the role of the school.

At Booker T. Washington, parents are an important part of the school community. A survey sent out to parents revealed that, of the respondents, 99% said they felt comfortable coming to the school. The success of the program is shown by the numbers: in the 1993–94 school year, parents had been involved with the school on over 500 occasions. During the next year, parents had been involved on over 800 occasions. B.T. Washington has been able to successfully bring together a very diverse set of students, but they could not have done it without the help of their parents!

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Suggestions for Helping Create Family-School-Community Partnerships for Learning:

Families:

- Read together.
- Use TV wisely.
- Establish a daily family routine with scheduled homework time.
- Talk to your children and teenagers about learning and education—and listen to them, too.
- Express high expectations for children by enrolling them in challenging courses.
- Find out whether your school has high academic standards.
- Keep in touch with the school.
- Use community resources to create learning opportunities.

Schools:

- Learn to communicate better.
- Encourage parental participation in school improvement efforts.
- Involve parents in decision-making.
- Give teachers the tools to reach out to families.
- Provide parents with specifics about the learning expectations for courses, and suggestions for how parents can help students meet those expectations.
- Make parents feel welcome.
- Overcome language barriers.
- Use technology to link parents to the classroom.
- Encourage communities to join family-school partnerships.

Communities:

- Combat alcohol, drugs, and violence.
- Teach parenting skills.
- Provide mentor programs.
- Enlist community volunteers.
- Offer summer learning programs.
- Support preschool programs.
- Create learning opportunities for parents and children.

Businesses:

- Give employees a "flextime" option.
- Offer job-sharing or part-time work.
- Improve child care options.
- Ask students for transcripts or a diploma to demonstrate that hard work counts.
- Participate in a school-to-work program.
- Support your local schools.

Suggestions provided by U.S. Secretary of Education Richard Riley and the Family Involvement Partnership for Learning.

What is the National Education Goals Panel?

The National Education Goals Panel is a unique bipartisan body of federal and state officials created in July 1990 to assess state and national progress toward achieving the National Education Goals. The national and state leaders who established the Goals Panel believed that adopting the Goals without providing any process for measuring their success would be an empty gesture.

With the passage by Congress of the 1994 *Goals 2000: Educate America Act*, the Goals Panel became a fully independent executive branch agency charged with monitoring and speeding progress toward the eight National Education Goals. Panel members include eight Governors, four members of Congress, four state legislators, the U.S. Secretary of Education, and the President's Domestic Policy Advisor.

Additional Resources Available from the National Education Goals Panel to Help Strengthen Family-School-Community Partnerships:

The 1995 National Education Goals Report: Core Report, Volume 1: National Data, and ***Volume 2: State Data***. This *Executive Summary* is part of a set of four documents that include national and state data on various indicators measuring progress toward meeting the Goals.

The Community Action Toolkit. Created to help answer the question, "What can I do at the local level?" the *Toolkit* offers an array of materials and information to help communities build broad-based support and participation in the democratic process of setting and achieving local education goals.

Inventory of Academic Standards-Related Activities. This inventory explores the work of 26 organizations in promoting and strengthening the movement toward the development of state academic standards and performance assessments.

Electronic Resources:

World Wide Web. The Goals Panel will be creating a World Wide Web Home Page, with the 1995 and 1994 Goals Reports available in 1995, and previous reports and publications becoming available in 1996.

CD-ROM. This year the 1995 and 1994 annual reports will be available on CD-ROM for users of both IBM and Macintosh computers. The CD-ROM will permit users to create customized Goals reports—enabling users to view, search (by state, Goal, or indicator), copy and print any portion of the Report, as well as allow the user to edit text.

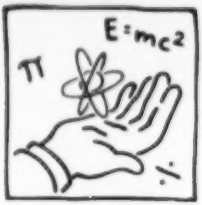
GOAL LINE. Through the Coalition for Goals 2000, the Goals Panel has created a customized area on GOAL LINE, the Coalition's education reform online network. GOAL LINE was created to increase the scale and pace of grassroots education reform by enabling education activists to share information and effective programs with others. Facts and information about the Goals Panel, as well as a number of the Goals Panel's publications, are available through GOAL LINE.

Daily Report Card. Through the *Daily Report Card*, an online education newsletter, the Goals Panel supports the distribution of information on how state and local education reforms are progressing nationwide to help communities find ways to meet the National Education Goals.

For more information on any of these resources, or to request additional copies of the *Executive Summary*, or other documents of the *1995 National Education Goals Report*, please contact the Goals Panel at the address on the back cover.

THE NATIONAL EDUCATION GOALS

READY TO LEARN

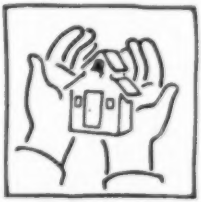


MATHEMATICS AND SCIENCE

SCHOOL COMPLETION

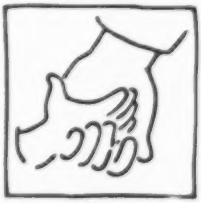
ADULT LITERACY AND LIFELONG LEARNING

STUDENT ACHIEVEMENT AND CITIZENSHIP



SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS

TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT



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